



**SCHOOL OF COUNSELING, HUMAN  
PERFORMANCE, AND REHABILITATION**  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

**BLENDED MANUAL FOR  
CLINICAL FIELDWORK**

**COUN 7365: Counseling Practicum**  
**COUN 7660: Counseling Internship**

**Master of Arts in Counseling Degree Programs**

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# **PART 1: GENERAL CONSIDERATIONS**

## **Introduction**

You are about to enter the final part of your graduate degree program. Previously, you focused on development of basic skills and “practice” on your fellow students in role-playing and mock counseling sessions. The focus and structure of this phase of your training will be materially different from your previous coursework in that it will be almost entirely experiential in nature and will involve working with actual clients in settings typical for the delivery of counseling services. Throughout this experience you will work somewhat independently with close supervision by both your Site and Faculty Supervisors.

This manual will cover your clinical fieldwork experience which includes the Practicum and Internship courses. It is divided into three sections – general information applicable to the entire fieldwork experience followed by sections specific to the Practicum and the Internship. The term **FIELDWORK** will be used for all content common to both Practicum and Internship.

The faculty of the University of Arkansas at Little Rock Counseling programs believe that practicum and internship are among the most important experiences in our graduate program. Every effort will be made to empower students to have a range of experiences that will enhance their personal and professional development.

Information is provided for applying for Practicum and Internship, site requirements, site supervisor requirements, faculty supervisor requirements, and student expectations and requirements. Please read this manual carefully as it should answer most of your questions.

## **Mission and Goals**

The mission of the Counseling Programs at the University of Arkansas at Little Rock (UA Little Rock) is to promote quality services for people through a pre-service and in-service education program which provides qualified counselors to work in public and private agencies.

The primary goals of the Counseling Programs are to:

- Provide a comprehensive graduate degree curriculum that prepares students to provide high quality services to people,
- Promote values, skills and knowledge that result in genuine commitment to human rights, professionalism, personal integrity, and ethical practice,
- Advance the basic philosophical tenets of counseling, and
- Provide a high quality, accessible learning experience for each student which allows program graduates to gain national certification and/or licensure.

## **Purpose**

The primary purpose of the Practicum experience is to provide the student with initial exposure to learning in an approved environment under faculty supervision. The experience is designed to give the student an opportunity to practice the counseling role and their skills. The student is required to apply counseling methods, techniques and knowledge while simultaneously working with clients. We realize that many students are also interested in becoming licensed counselors in their home states. Therefore,

the Fieldwork experience is structured in a way that concurrently meets the standards of most state licensing boards.

The scope of the Internship is broader than that of the Practicum in that the student may be involved in arranging for and monitoring the delivery of services in addition to the counseling activities first practiced in the Practicum. Students are required to take two 6-hour course sections of Internship to fulfill this requirement. The sections may be taken either concurrently or consecutively.

The student should have experiences that increase his or her awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. The Faculty Supervisor, Site Supervisor, and the fieldwork student will cooperatively determine the exact nature of the Practicum and Internship experiences, depending on the capacities and needs of the site, and the learning needs and interests of the student. These experiences allow the student to elect to work with various populations, which may include persons with physical impairments, sensory impairments, intellectual disabilities, mental illness, emotional disturbances, chemical dependencies, terminal illnesses, chronic health conditions, and others.

## **Goals and Objectives**

The goal of the fieldwork experience is to provide the student with exposure and learning experiences in community-based environments under faculty and agency supervision.

The courses are designed to give the student an opportunity to practice the role of a helping professional with an emphasis on refinement of the student's counseling techniques and approaches and the delivery of essential services.

The following objectives apply to all Fieldwork students. Achievement of these objectives are important for the development of counselors. Through the Fieldwork experiences, the student will be:

- introduced to the skills regarding the dimensions of the counselor-client relationship.
- provided with an environment for practicing skills while receiving feedback from an experienced practitioner.
- given express knowledge and awareness of agency operations, policies, and procedures.
- engaging in productive communication and cooperation with other members of the agency's professional team and with professional colleagues from other cooperating agencies.
- given express knowledge of and effective use of community and professional networks.
- assisted in gaining confidence in the application of skills particularly related to counseling interactions.
- applying counseling theories and models in the practice of individual and group counseling.
- assisted in articulating and implementing, under supervision, a personal theory of counseling which guides the intentionality of clinical practice.

- demonstrating relevant counseling and advocacy skills relevant to the clientele served.
- demonstrating appropriate case management strategies.
- provided with experiences in a setting that avails opportunities for direct contact with clients.
- demonstrating the ability to use constructive supervisory feedback.
- demonstrating knowledge of ethical standards, decision-making strategies, and governance considerations necessary to effective clinical practice.
- accepting individual differences in clients and develop and articulate an awareness of self as a person.

## **Policies and Procedures for Fieldwork Application and Registration**

Prior to submitting the application, the student must contact his or her Counseling Program Faculty Advisor to discuss readiness for their fieldwork experience. A review of the student's plan of study is recommended to determine that all required coursework has been successfully completed. With the agreement of the student's Faculty Advisor and the respective Counseling program Fieldwork Coordinator, the student may be allowed to take no more than one class concurrently with the practicum.

## **Student Eligibility Requirements**

The student must meet the following requirements in order to be eligible for the practicum experience:

- The student must be enrolled in an UA Little Rock Counseling Master's program.
- The student must have a minimum of a 3.0 grade point average.
- The student must have successfully completed, or received equivalent grades for, all Counseling program coursework (\*with a grade of B or better) prior to beginning Fieldwork, which includes the following:

COUN 7360/COUN 7304	Rehabilitation Foundations/Foundations of Mental Health Counseling*
COUN 7361	Medical Aspects of Disability
COUN 7362	Psychological Aspects of Disability
COUN 7363	Career Counseling and Placement*
COUN 7364	Case Management*
COUN 7367	Clinical Assessment
COUN 7369	Introduction to Family Counseling
COUN 7370	Psychopharmacology for Counselors
COUN 7366	Applied Counseling Research
COUN 7380	Human Development for Counseling
COUN 7190	Technology Assisted Counseling Services (Independent Study, 1 Credit hour)
CNSL 7301	Counseling Theories and Applications*
CNSL 7302	Techniques for Counseling Interviews*
COUN 7305	Ethics & Advocacy for Counselors
CNSL 7307	Theories and Techniques for Group Counseling*
CNSL 7308	Cross Cultural Counseling
CNSL 7310	Human Sexuality

- The student can be taking or have completed the following course during or prior to beginning the practicum course: COUN 7364 Case Management\*
- Completion of COUN 7365: Counseling Practicum is a prerequisite for COUN 7660: Counseling Internship. The student must earn a grade of “B” or better in Practicum, or he or she will need to repeat the course. Students are required to demonstrate satisfactory counseling skills and knowledge and are required to satisfactorily complete all components of the course. Practicum cannot be taken as a Pass/Fail course and cannot be audited.

The grades in all Fieldwork classes are determined by the Practicum Faculty Supervisor and are based on a variety of factors including: The Site Supervisor’s final evaluation of the student, and the student’s timely and thorough completion of all required paperwork, weekly practicum logs, required clinical hours, required recordings of counseling sessions, and additional requirements as outlined by the course syllabus.

## Fieldwork Applications Documents and Deadline Dates

There are separate applications for Practicum and Internship. Both applications include all of the following documentation:

- Application for Practicum/Internship
- Practicum/Internship Proposal
- Practicum/Internship Agreement
- Practicum/Internship Student Statement of Learning Objectives

The student must complete all fieldwork application documentation during the semester prior to when he or she desires to take Practicum. Application deadlines are as follows:

PLAN TO BEGIN PRACTICUM	PAPERWORK DUE
Fall Semester	April 1
Spring Semester	October 1
Summer Semester	March 1

The student must have completed all pages, obtained appropriate signatures, and submitted all pages of the Fieldwork Application documentation by the following deadline:

**Questions regarding fieldwork enrollment or courses, should be directed to:**

**John A. Barbuto**  
 Fieldwork Coordinator  
[jbarbuto@ualr.edu](mailto:jbarbuto@ualr.edu)

**Note:** Students cannot begin counting practicum or internship clinical hours until all application documentation is completed, signed, submitted to, and approved by the Fieldwork Coordinator and Faculty Supervisor.

## Selection of the Fieldwork Site and Site Supervisor:

The selection of an appropriate Fieldwork site is the key to a successful experience. It is important to emphasize a careful evaluation of possible sites by the student. This process should begin during the semester before Practicum and/or Internship at the latest. The agency can also determine whether its resources are in harmony with the student's learning needs, interests, and expectations. The student and the agency are involved in a reciprocal relationship. Each has something valuable to offer the other.

Students bring to the agency their knowledge, skills, and enthusiasm to learn and serve. While the agency offers the student the opportunity to put their skills to work, under professional supervision. When an appropriate fieldwork site is chosen, the experience ultimately benefits the student, the agency, and the counseling program.

One of the most common dilemmas that a student faces in site selection, is where to begin. Students are encouraged to approach this the same way they might initiate a job search. Some of the key elements in this process include:

- **Determine the area in which you are willing to travel.** Keep in mind that you will need to be at the site several days a week during your Practicum and Internship experiences. Travel time and expense must be considered in selecting a site. (If you plan to deduct educational expenses on your taxes, be sure to keep accurate records of these expenses.)
- **Identify potential sites.** Fieldwork may be completed within an array of settings. Some examples include, but are not limited to: State or federal rehabilitation agencies or facilities, such as the Veterans Administration, Rehabilitation Services Agency, a private for-profit or not-for-profit agency, a Disability Resource Center or Counseling Services Office at a University. Since many students are also interested in becoming a licensed counselor in their state of residence, sites capable of providing the training and supervision required for that process may also be considered with the approval of the Fieldwork Coordinator.

Students seeking to do their internship at a **new, unapproved site** must provide information about the site for review and approval. The Fieldwork Coordinator must approve the site before the Practicum or Internship can begin. Students seeking approval for a new Fieldwork site must submit a written request to the Fieldwork Coordinator. A description of the agency, the agency's service population, a job description detailing the tasks and duties to be performed by the practicum or internship student, and the name and credentials of the agency staff member who will serve as the student's Site Supervisor. The proposed Site Supervisor must hold at least a master's degree in counseling or a closely related field and should hold a certified or licensed credential. Fieldwork may not be completed at unapproved sites. A practicum/internship agreement, which outlines the expectations for the fieldwork experience shall be signed by the student, the practicum/internship faculty supervisor, and the respective site supervisor.

- Students are encouraged to discuss potential sites with the Fieldwork Coordinator, along with his or her faculty advisor, well in advance of submitting the Application for Practicum or Internship form (see Appendices).
- Review the site and site supervision criteria contained in this Manual with the site staff. If there are any questions regarding the requirements or responsibilities of the site or the site supervisor, they should be referred to the Fieldwork Coordinator for clarification.

- Complete and submit the application forms to the Fieldwork Coordinator for final review and approval if the criteria below is met.

## **Fieldwork Site Requirements**

Agencies or programs selected as fieldwork sites must offer a broad range of counseling activities and must be approved by the Fieldwork Coordinator.

- Fieldwork sites must agree to enter into an Agreement with the respective UA Little Rock Counseling program.
- Students seeking approval for a new practicum site must submit a written request to the Fieldwork Coordinator. A description of the agency, the agency's service population, a job description detailing the tasks and duties to be performed by the practicum student, and the name and credentials of the agency staff member who will serve as the student's site supervisor must be provided.
- The proposed site supervisor must hold at least a Master's degree in counseling or a closely related field and should hold the certified or licensed credential.
- Fieldwork experiences may not be completed at an unapproved site.
- Practicum/Internship Agreements which outline the expectations for the experience shall be signed by the student, the Fieldwork Coordinator, and the site supervisor.

## **Fieldwork Agency Selection and Approval**

- Agencies should be selected that have a primary function of serving people with disabilities or chronic health conditions; this may also include related human service agencies and high schools.
- Agencies should have a broad variety of services which are designed to serve persons with an array of disabilities; including but not limited to: Counseling, job readiness, training and placement, rehabilitation, advocacy, and/or assistive technology.
- Agencies should be recognized in the community as viable agencies with appropriate accreditation (if it exists for that agency). Affiliation with appropriate funding agencies will be considered in lieu of accreditation.
- Agencies should provide services to adult clients, the youngest of whom may be transition aged (at least 16 years old).
- Agencies should be able to provide assurances that they can give adequate and appropriate opportunities for the student to work with people with physical, mental, psychological, developmental, and addiction issues. This includes an adequate number of clients to work with, with an adequate frequency to complete fieldwork requirements in a timely manner.
- The student is responsible for making the initial contact with the potential placement site regarding his or his fieldwork experiences and requirements. If the student is unable to



locate an appropriate site, then the student must contact the Fieldwork Coordinator and student's faculty advisor to discuss site possibilities. The site chosen should be based on personal interests and professional development needs and goals, as well as the ability to prepare the student for potential future employment in their chosen field.

- When final arrangements have been made for the fieldwork experience, the student must submit the completed and signed application form to the Fieldwork Coordinator for approval.

## Place of Employment as the Fieldwork Agency

Students are allowed to obtain full or part-time jobs, at qualified agencies, to fulfill their fieldwork requirements and experiences. Students are allowed to use their current employment, at qualified agencies, to fulfill their fieldwork requirements, if the logged duties are consistent with the objectives of the fieldwork experience and meet the standards of the counseling program's accreditation and expectations. If the logged fieldwork experience duties are different from their regular job duties (i.e., alternate clientele, program, or services within the same agency), these duties may or may not be fulfilled during the student's regular hours of employment. That decision must be made by the employee's supervisor.

If the student is also seeking licensure, the standards established by the state licensing body must also be met. That decision must be made by the employee's supervisor and the fieldwork coordinator.

## Fieldwork Agency Responsibilities

- Assign the fieldwork student to a supervisor with a Master's degree, who has sufficient experience to help the student develop as a counselor.
- Hold regularly scheduled supervisory conferences of an average of one hour weekly for the duration of the semester.
- Supervise the day-to-day activities of the fieldwork student. This may include direct observation or review of recorded sessions.
- Assign cases of appropriate type and number to the level of competence of the student.
- Meet regularly with the student's faculty supervisor to evaluate the student's progress (at least two times during the semester).
  - Provide adequate and safe facilities/equipment and materials to enable the student to function on a professional and safe level.
  - Provide an atmosphere whereby the student has an opportunity to benefit from the experience of other members of the staff.
  - Provide the student with:
    - o An orientation to the agency's program components, policies, and procedures.
    - o An introduction to staff and their roles and functions.
    - o Expectations for the fieldwork experience.
    - o Opportunities for observation and feedback of service delivery (in the office/facility, conferences, and in the field) in all stages of development.
    - o Opportunities for participation in individual and/or group counseling sessions with clients and video or audio recording of at least two (2) counseling sessions.

At least one of these must be as the leader or co-leader of a therapeutic or psychoeducational group.

- Engage in a mid-semester evaluation of the student's progress with the faculty supervisor.
- Complete a final summative evaluation of the student's progress and completion of learning goals as identified at the beginning of the fieldwork experience.

## **Site Supervisor Qualification Requirements**

The Site Supervisor acts as mentor and role model to the practicum or internship student, and plays a critical role in the fieldwork experience. The Site Supervisor must be an individual who:

- Has worked in a counseling setting for at least two (2) years.
- Is interested in supervising students.
- Has a minimum of a Master's Degree in counseling, or a closely related field.
- Has previously completed, or agrees to participate in, training in the supervision of counseling students.

Other Site Supervisor qualifications should include:

- Certification as a Rehabilitation Counselor, AND/OR
- Licensure as a counselor or mental health professional.
- Work experiences that will provide the student with a proper orientation to the field of rehabilitation.
- An interest and willingness to become a contributing member to the student's academic training program.
- A flexibility of schedule that allows the necessary time required for training and supervising the student as part of the supervisor's daily activities.
- Sufficient experience and/or education in the area of counseling to provide students with supervision in interviewing and/or counseling techniques.
- Familiarity with the working relationship between other community agencies.

The Site Supervisor is eligible for ten (10) contact hours of continuing education credit for supervision of any Practicum or Internship student. These hours can be applied toward meeting CRC recertification requirements and may be usable for other certification and licensure continuing education needs. To obtain paperwork verifying this continuing education credit, please contact the fieldwork coordinator at the end of the supervision experience.

## Site Supervisor Responsibilities

- The site supervisor, acting as a mentor and model to the student, plays a critical role in both the practicum and internship fieldwork experiences.
- A site supervisor must be assigned to provide supervision throughout fieldwork experiences.
- Meet regularly with the faculty supervisor to evaluate the student's progress (at least two times during the semester).
- A supervisory conference should be held with the student on an average of one-hour per week throughout the semester, so that the student's progress can be evaluated. Additionally, the student should have informal access to both the site and faculty supervisor during fieldwork hours as needs arise.
- The site supervisor will complete an mid-semester and final evaluation of the student and then forward those documents to the faculty supervisor. The site supervisor must submit the final evaluation to the faculty supervisor before the student is given a final grade for the course. The evaluations may be shared with the student at the discretion of the site supervisor.
- If for any reason during fieldwork experiences the student, site supervisor, or faculty supervisor has a reason to believe that the student is unable to perform the essential functions and requirements of either the practicum or internship experiences, that person shall notify the faculty supervisor and the fieldwork coordinator immediately.
- If the student is scheduled to graduate at the end of the internship semester, all work must be completed, and the paperwork submitted one (1) week prior to the date that grades are due at the end of the semester.
- In conjunction with practicum and internship counseling recording requirements, the onsite supervisor and student agree to comply with all confidentiality, FERPA and HIPPA laws by using pseudo names during recorded individual client and group sessions. Accessibility to all recordings is limited to individuals with legitimate supervisory responsibility and are destroyed once the legitimate supervision requirement has been completed.

## Faculty Supervisor Responsibilities

Each student will be under the direction of a faculty supervisor who is a faculty member in the UA Little Rock counseling program. The faculty supervisor will:

- Conduct at least one on-site visit per semester unless the travel distance is prohibitive. Additional visits will be scheduled as needed for the benefit of the student. In the case of excessive distance, the faculty supervisor will arrange to contact the student by phone, email, two-way, live webcam interaction, and/or other electronic means on a regular basis.
- Review progress of the student on a regular basis.
- Arrange meetings, at least twice within the semester, with the site supervisor for purposes of feedback and evaluation. These may be done in-person, telephonically, or electronically.
- Complete a mid-semester performance evaluation with each student enrolled in a practicum or internship experience. As part of the evaluation, the faculty supervisor will contact the site supervisor for feedback. The faculty supervisor will discuss the results with the student and give written feedback to the student using the mid-semester performance evaluation form that requires signatures from both the student and site supervisor.
- Notify the site supervisor and the fieldwork coordinator, if for any reason during the practicum or internship experience, the student, faculty supervisor, or site supervisor have a reason to believe that the student is unable to perform the essential functions and requirements of the fieldwork experience.
- Schedule site visits, as needed and feasible, for the benefit of the student or site.
- Contract additional supervision by qualified persons, when necessary.
- The faculty supervisor reserves the right of final retention or dismissal of the fieldwork student and agrees to withdraw the student from the site when the student's practice and/or behavior do not meet minimum standards of the agency and is so requested by the site supervisor.

## SUPERVISORY REQUIREMENTS AND RESPONSIBILITIES

### Dimensions of Supervision

1. **Planning:** In the planning phase of supervision, the faculty supervisor will consult with the site supervisor to discuss the fieldwork experience. They will discuss:
  - a. The respective roles of the faculty and site Supervisor in close evaluation and consideration of the student's progress.
  - b. The expectations and requirements of the Practicum/Internship experiences as described in this manual.
2. **Supervision Process:** Supervision involves on-going, consistent contact with students by the faculty and site Supervisor in an atmosphere which encourages the student and supervisor to meet as frequently as necessary to discuss clinical practice. Supervision is a responsibility of the supervisor and is one of the goals of the supervised clinical practice. Supervision is also a responsibility of the student, since one of the goals of supervised clinical practice is to give the

student a clinical awareness of the goals, limitations and operational framework in which counseling is practiced.

3. **Evaluation:** Evaluation is always a joint responsibility of both the faculty and site supervisor. Evaluation is conducted through individual and group supervision meetings between the student and faculty supervisor; onsite supervision meetings between the student and the site supervisor on a weekly basis throughout the fieldwork experiences; joint mid-semester performance evaluation with the faculty supervisor (as needed); and the site supervisor's completion of the final confidential evaluation. The faculty supervisor reviews the progress of the student on a regular basis

A critical component of fieldwork experiences is the opportunity for communication between the fieldwork coordinator, the faculty supervisor, and the site supervisor. It is vital that there is a clear understanding between the fieldwork coordinator, faculty supervisor and the site supervisor of the fieldwork objectives, expectations, methods, and processes. The fieldwork coordinator, faculty supervisor or the site Supervisor are encouraged to contact the other to discuss any questions, concerns, progress, or problems he or she may have. This type of communication provides an atmosphere for effective student development.

Evaluation is an ongoing part of any fieldwork experience. site and faculty supervisors, alike, are expected to provide constant feedback to the student regarding his or her performance, and to advise the student immediately should performance fall below satisfactory levels.

## **CRC/NCE Exam**

Although neither of these exams are required as part of the fieldwork requirements, both are important elements of professional identity and credentials. Therefore, students are encouraged to take one or both exams prior to completion of your degree requirements. The Certified Rehabilitation Counselor exam is given by the Commission on Rehabilitation Counselor Certification and is a requirement for that credential. Information regarding the CRC Exam, Category 2, can be found at: <https://crtcetification.com/get-certified/>.

The National Counselor Exam (NCE) is a requirement for counselor licensure in Arkansas and most other states. The exam is conducted by the National Board for Counselor Certification (NBCC). Information regarding their early application process is found at <http://nbcc.org/Resources/Applicants/Students>. Students in this program are currently recognized by both organizations as qualifying for the early application process.

In addition to these organizational sites, an internet search will yield a number of useful test preparation opportunities. Both are scheduled only a few times each year, so application during your fieldwork experience is necessary.

## **Liability Insurance**

All helping professionals are legally liable for professional practice with their clients, including fieldwork students. **To reduce the financial risk for fieldwork students, every student enrolled in practicum or internship is required to purchase professional liability insurance** as each student is personally and legally responsible for his or her practice of counseling.

If feasible, each student is encouraged to obtain a group insurance policy through the host agency or through related professional associations. Some agencies may require proof of insurance while

others provide coverage for practicum and/or internship student placements. More information on student liability insurance may be found at the following websites:

**National Rehabilitation Counseling Association  
(NRCA)**

<http://nrca-net.org/insurance.html>

**Healthcare Providers Service Organization  
(HPSO)**

<http://www.hpsso.com/>

**American Counseling Association  
(ACA)**

<http://www.counseling.org/membership/aca-and-you/students>

**National Rehabilitation Association  
(NRA)**

<https://nationalrehab.org/>

Students must provide proof of insurance to the faculty supervisor at the beginning of the semester and insurance must be obtained before students can meet with clients, record sessions, and log direct hours.

## PART 2: PRACTICUM - SPECIFIC CONSIDERATIONS

### Structure of the Practicum Experience

Practicum students shall complete a minimum of a 100 hour supervised counseling practicum, with at least 40 hours of direct service to clients 16 years-of-age or older . This must be done over the course of a school term which is at least 10 weeks in duration.

- **“Direct Service”** is supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision. (2016 CACREP Standards, Section 3).
- **“Indirect Service”** is defined as Practicum service time that does not fall under the “Direct Service” definition. This may include case note documentation, staff meetings, site trainings and orientations, and on-site supervision time.
- Practicum students should have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. This sensitivity will promote cultural awareness, foster personal growth, and introduce students to counseling approaches and issues that affect service delivery.
- The practicum shall include instructional experiences dealing with counseling concerns, and clinical experiences that facilitate the development of basic counseling skills.
- The practicum will provide students with opportunities to audio or video record individual or group counseling sessions. This will be a minimum of 2 recorded sessions, one of which must be as the leader or co-leader of a therapeutic or psychoeducational group.
- The practicum student will learn primarily from conducting counseling sessions, reading, studying, discussing counseling sessions, and submitting the recordings of the counseling sessions for feedback to faculty supervisors. Students will be expected to integrate that feedback into future counseling sessions.
- A formal supervisory conference should be held between the practicum student and practicum site supervisor averaging one-hour per week for the duration of the semester, so that the practicum student’s progress can be evaluated. Additionally, the practicum student should have informal access to the practicum site and faculty supervisor during the practicum hours, as the need arises.
- Additionally, the practicum student will participate in a group supervision meeting with the faculty supervisor and other students assigned to the practicum section. This should be expected to last approximately one and one half (1.5) hours weekly.
- A weekly practicum log will be completed by the practicum student and submitted to both the practicum site supervisor and the practicum faculty supervisor during the course of the semester. The weekly log should be signed and dated by both parties to ensure accuracy and validity.

- The practicum student will participate in discussion of various client problems and issues with the practicum site and faculty supervisors. Some settings may also incorporate two-way, live webcam conferencing with the practicum faculty supervisor and practicum student.

- Areas of observation and participation may include:

1. Accepting and assimilating referral information
2. Contacting clients
3. Counseling and guidance for clients
4. Application of therapeutic techniques
5. Establishing eligibility
6. Preparing a service plan or outlining client goals
7. Job-readiness training
8. Arranging services to meet client needs
9. Other activities pertinent to the practicum site

Reading and studying materials may include:

1. Agency plan
2. Procedural manual
3. Agency forms/documents
4. New employee orientation manual
5. Confidentiality requirements
6. CRCC and ACA Code of Ethics
7. Previous and current course materials
8. Diagnostic and Statistical Manual of Mental Disorders V (DSM-5)
9. Other materials and information pertinent to the practicum site such as information security, HIPAA requirements and crisis or disaster plans

- If, for any reason, during the practicum, the student, practicum site supervisor, or practicum faculty supervisor has a reason to believe that the student is unable to perform the essential functions and requirements of the practicum, that person will notify the practicum faculty supervisor and the fieldwork coordinator immediately.
- The practicum student, practicum faculty supervisor, and practicum site supervisor will engage in a mid-semester evaluation of the practicum student's progress with the practicum faculty supervisor, with additional evaluations on an as-needed basis.
- Once the practicum experience has been completed, the following documents must be completed and submitted to the practicum faculty supervisor to receive a final grade for the practicum experience. The grade in practicum is determined by the practicum faculty supervisor and is based on a variety of factors that also include:



- o Practicum site supervisor's completion and submission of the confidential final student evaluation,
- o Student's timely completion and submission of weekly practicum logs,
- o Student's completion of the self-evaluation form,
- o Student's completion of the practicum site evaluation form,
- o Student completion of all assignments and participation in required individual and group supervision sessions,
- o Student's adherence to all applicable legal and ethical standards.

## **Practicum Student Responsibilities**

Professional conduct is expected and will be evaluated by the practicum site supervisor and the practicum faculty supervisor, along with the requirements for completing the practicum experience. Evaluation will include, but is not limited to the following:

- The accrual of a minimum of 100 clock hours of service to complete the practicum, which includes at least 40 hours of direct service to clients within the approved environment. The definition of acceptable examples of "Direct Service" and "Indirect Service" are located under "Structure of the Practicum". The student cannot accrue more than an average of 10 hours per week of credit toward meeting the 100-hour practicum requirement. The purpose of this condition is to spread the practicum experience over the course of the entire semester and, therefore, encourage long-term counseling relationships between the practicum student and his or her assigned clients, and to foster a natural development of clinical skills.
- Dressing appropriately and in accordance with the setting and environment.
- Prompt attendance at meetings with clients, staff, and the site in general. The student should contact the site in a timely manner if delayed or absent.
- The observation of agency policies and regulations.
- Adherence to the work schedule and regulations of the agency. Students will observe the agency holiday schedule. Observation of the university holiday schedule will be decided between the practicum student and the site supervisor.
- Demonstration of respect for clients and co-workers regardless of race, color, religion, sexual orientation, age, nationality or ethnic origin, political beliefs, marital status, socioeconomic status, disability, or social and family background.
- Maintaining of confidentiality of client information under agency and ethical guidelines.
- Participation in weekly scheduled individual supervision meetings with the practicum site supervisor for an average of one (1) hour weekly for the duration of the semester. Attendance at these meetings is required.
- Participation in regularly scheduled group supervision meetings of an average of 1.5 hours per week, with classmates and the faculty supervisor, either in-person, or via two-way, live webcam or teleconference interaction. Attendance at these meetings is also required.

- Completion of a weekly practicum log of all direct and indirect service activities. The student is to utilize the most current practicum log form provided by the assigned faculty supervisor. Information on the practicum log form should include:
  - Date and number of direct service hours for each day at the site,
  - Date and number of indirect service hours for each day at the site, including individual on-site supervision,
  - Date and number of hours of group supervision meetings with the faculty supervisor and classmates.
  - Description of practicum activities,
  - Signatures and dates of the practicum student and site supervisor affirming the accuracy and validity of the log content.
  
- Submission of the practicum log to both the practicum site supervisor and the practicum faculty supervisor every week during the semester for the purpose of assistance and evaluation.
  
- Establishing ongoing relationships with clients, to ensure maximum benefit from the practicum experience. With the help of the site supervisor, the student will identify at least 3-5 clients who he or she will work with throughout the semester during the practicum experience. This will vary based on the nature of the agency and the frequency of client interaction.
  
- Audio or videotaping of counseling sessions with clients. The student will submit a minimum of two (2) recorded counseling sessions for feedback from the practicum faculty supervisor. Each recording should be at least 30 minutes in length. Videotaping of counseling sessions is encouraged. Please note that the only formats currently supported are .mp3 for audio and .mp4 for video files.
  
- The two (2) recorded counseling sessions are to be submitted at various points throughout the fieldwork experience as to provide the practicum student and practicum faculty supervisor the opportunity to discuss the progress of the student's counseling skills. The submission of the majority of recorded counseling sessions during the latter part or last week of the practicum is not allowed.
  
- Permission to record the counseling session must be obtained from each client and said permission is recorded at the beginning of the first counseling session. Consent forms are not needed when verbal consent is obtained unless the client is under the age of 18 or is under the supervision of a guardian. Practicum students working with transition age clients will need parental consent and client assent. Legal guardians must also provide consent to the practicum student working with the client. Once the client has provided verbal approval, it is not necessary to continue to record verbal approval in subsequent recorded counseling sessions. The practicum student is also encouraged to discuss recorded counseling sessions with the practicum site supervisor for evaluation and feedback.
  
- Establishment of personal learning objectives to be met during the practicum. At the beginning of the practicum, the practicum student and the practicum site supervisor are to establish the learning objectives for the practicum experience. These learning objectives will encompass skills, information, techniques, etc. that the student desires and should acquire and/or enhance. A copy of the learning objectives must be provided to the fieldwork coordinator.

- Upholding of the CRCC Code of Ethics. Additionally, based on the variety of practicum sites and student interest in state licensure, the same attention should be placed on adherence to the ACA Code of Ethics.
- Provide a copy of this practicum manual to the practicum site supervisor upon signature of the practicum agreement. Obtain signatures on all practicum forms and other required paperwork and submission in a timely manner.

## Expectations of Practicum Students

- If for any reason during the practicum experience, the practicum student, practicum site supervisor, or practicum faculty supervisor has a reason to believe that the student is unable to appropriately perform the essential functions and requirements of the practicum, that person will notify the practicum faculty supervisor and the fieldwork Coordinator immediately. When the initial remediation efforts have been unsuccessful or if the behavior is egregious, a concerns conference and committee will be convened by the fieldwork coordinator. Participants in the conference will include the student, appropriate program faculty, the individual who initially reported the concerns, and the program Director or designee. The committee will attempt to describe the concern, propose a plan for remediating the concern, as well as describe the means for evaluating the success of the plan and potential actions if the concern continues. Certain egregious and/or problematic behaviors may require a referral of the student to the Dean of Students for further action, as described on the UA Little Rock Dean of Students website <http://ualr.edu/deanofstudents/>. However, the hope is that the concern can be dealt with in a manner that will allow for remediation within the program. Students can appeal the concerns process. The appeal process is described in the UA LITTLE ROCK Student Handbook (also found on the UA Little Rock Dean of Students website <http://ualr.edu/deanofstudents/>). Hard copies of these records of faculty concerns about a student and concerns conferences are maintained in the COEHP Dean’s Office.
- If the faculty supervisor or site supervisor is in doubt of the practicum student’s counseling ability, character, or integrity, the student may be required to repeat the practicum experience to demonstrate an acceptable level of skill and/or personal traits. If the problems are not alleviated, the student may not be permitted to continue in the program or complete their degree, regardless of their GPA in other courses.
- If a student earns a grade of less than “B” in the initial practicum experience, he or she must repeat the course. Failure to obtain a satisfactory grade in the repeated practicum course may result in a recommendation for dismissal from the program. This recommendation will be made by a committee composed of the site supervisor, faculty supervisor, fieldwork coordinator, and appropriate faculty.
- Near the completion of the practicum experience, the practicum student will:
  - Complete Self-Evaluation form.
  - Complete the practicum site evaluation form.
  - Submit all the above documents to the practicum faculty supervisor in order to receive a final grade.

**Caution:** It is not unusual for clients in some settings to not show up for scheduled counseling sessions. Do not be discouraged as this can be a common occurrence. If, however, there arises a consistent pattern of “no-shows” and the student is not gaining sufficient direct service hours, then the student must bring this matter to the attention of both the practicum faculty supervisor and the practicum site supervisor.

## PART 3: INTERNSHIP - SPECIFIC CONSIDERATIONS

### Structure of the Internship Experience

**Note: Students cannot begin the Internship until ALL other program requirements have been met. This includes completion of the Practicum. Any exceptions require the approval of the Fieldwork Coordinator and Program Coordinator.**

The internship student shall complete a minimum of 600 hours of supervised counseling internship, with at least 240 hours of direct service to clients. To achieve this, two six-credit hour courses (two sections of COUN 7660 Internship in Counseling, requiring 300 clock hours each) may be taken concurrently for a total of 12 credit hours. If the student wishes to spread the internship requirements over two terms, they may enroll for 6 credit hours during a given term and complete the other 6 credit hours in the next contiguous term. The student's intended plan for completing all 12 credit hours must be specified on page one of the internship application. If each internship section will be completed at different sites, the complete internship application must be submitted prior to the beginning of the second section.

- “Direct Service”** is supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision. (2016 CACREP Standards, Section 3).
- “Indirect Service”** is defined as Internship service time that does not fall under the “Direct Service” definition. This may include case note documentation, staff meetings, site trainings and orientations, and on-site supervision time.
- The internship student should be supervised by an onsite certified or licensed professional and the faculty supervisor.
- A supervisory meeting should be held between the intern and site supervisor averaging an hour weekly for the duration of the semester, so the student's progress can be evaluated. In addition, the student should have informal access to the internship site supervisor and faculty supervisor during the internship hours, as the need arises. Attendance at these meetings is required.

Participation in regularly scheduled group supervision meetings of an average of 1.5 hours per week, with classmates and the faculty supervisor, either in-person, or via two-way, live webcam or teleconference interaction. Attendance at these meetings is also required.

- The weekly internship log will be completed by the internship student using the current log format provided by the assigned faculty supervisor and submitted in a timely manner to both the internship site and the internship faculty supervisor every week during the semester.
- The internship student will learn primarily from reading, studying, observing, engaging in, and discussing various problems and issues with the internship site supervisor. The student will also engage in interaction with the internship faculty supervisor as needed for professional development.

- Areas of observing and participating may include:
  1. Accepting referral information
  2. Contacting clients
  3. Counseling and guidance for clients
  4. Establishing eligibility
  5. Preparing a service plan
  6. Arranging services to meet client needs
  7. Participating in and/or conducting interviews
  8. Assuming responsibility for arranging services for clients and developing a small caseload. These cases should be representative in terms of complexity, cultural diversity, and disability
  9. Other activities pertinent to the internship site.
  
- Reading and studying materials may include:
  1. Agency / Facility plan
  2. Procedural manual
  3. Manual of forms
  4. New employee orientation manual
  5. Confidentiality requirements
  6. Other materials and information pertinent to the internship site.
  7. Previous and current course materials
  8. Diagnostic and Statistical Manual of Mental Disorders V (DSM-5)
  9. Other materials and information pertinent to the Internship site such as information security requirements and crisis or disaster plans.
  
- If for any reason during the internship, the internship student, internship site supervisor, or internship faculty supervisor has reason to believe that the student is unable to perform the essential functions and requirements of the internship, that person will notify the internship faculty supervisor and the fieldwork coordinator immediately.
  
- The internship student, internship faculty supervisor, and internship site supervisor will engage in a mid-semester performance evaluation of the student's progress. The mid-semester performance evaluation is a required evaluation and may be utilized to highlight areas identified as needing improvement and progress by the internship student.
  
- Internship students who are admitted with "Advanced Standing" status due to work experience or an undergraduate rehabilitation degree are required to write a research paper on an approved "Rehabilitation Issues" topic. The content and structure of the paper, case work-up, or project must be approved by the internship faculty supervisor. The internship student will work with the internship faculty supervisor on an ongoing basis in developing, editing and the final submission of the paper or project.
  
- Once the internship experience has been completed, the following documents must be completed and submitted to the internship faculty supervisor for the student to receive a grade for the internship experience. The final grade is determined by the internship faculty supervisor and is based on a variety of factors that also include:
  - Internship site supervisor's completion and submission of the mid-semester evaluation of the student,

- o Internship site supervisor's completion and submission of the final confidential evaluation of the student,
- o Student's completion of all required individual and group supervision meetings,
- o Student's timely completion and submission of weekly internship logs,
- o Student's completion, submission, and follow-up discussion of the TWO (2) required recordings with the faculty supervisor,
- o Student's completion of the self-evaluation form, and
- o Student's completion of the internship site evaluation form.

## **Internship Student Responsibilities**

Professional conduct is expected and will be evaluated by the internship site supervisor and the internship faculty supervisor along with the requirements for completing the internship fieldwork experience. Evaluation will include, but not be limited to the following:

- Accrual of a minimum of 600 clock hours of service to complete the internship, which includes at least 240 hours of direct service to clients. The definition of "Direct Service" and "Indirect Service" are located under "Structure of the Internship."
- Dressing appropriately and in accordance with the setting and environment.
- Prompt attendance at meetings with clients, staff, and the site in general. The student should contact the site in a timely manner if delayed or absent.
- The observation of agency policies and regulations.
- Adherence to the work schedule and regulations of the agency. Students will observe the agency holiday schedule. Observation of the university holiday schedule will be decided between the internship student and the site supervisor.
- Demonstration of respect for clients and co-workers regardless of race, color, religion, sexual orientation, age, national or ethnic origin, political beliefs, marital status, socioeconomic status, disability, or social and family background.
- Maintaining of confidentiality of client information under agency and ethical guidelines.
- Participation in an average of one-hour per week of individual supervision meetings with the site supervisor for the duration of the semester. Attendance at these meetings is required.
- Participation in regularly scheduled group supervision meetings an average of 1.5 hours per week, with classmates and the faculty supervisor, either in-person, or via two-way, live webcam interaction. Attendance at these meetings is also required.
- Completion of a weekly internship log of all direct and indirect service activities. The student is to utilize the most current internship log provided by the assigned faculty supervisor. Information on the internship log form should include:
  - o Date and number of direct service hours for each day at the site
  - o Date and number of indirect service hours for each day at the site, including on-site supervision
  - o Description of internship activities

- o Signatures and dates of the practicum student and site supervisor affirming the accuracy and validity of the log content.
- Submission of the internship log to both the site supervisor and the faculty supervisor every week during the semester for the purpose of assistance and evaluation is required.
- Establishing ongoing relationships with clients, to ensure maximum benefit from the internship experience. With the help of the site supervisor, the student will identify at least 3-5 regular clients who he or she will work with throughout the course of the internship. This will vary based on the nature of the agency and the frequency of client interaction.
- Establishment of personal learning objectives to be met during the internship. At the beginning of the internship, the student and site supervisor will establish learning objectives for the internship experience. These learning objectives will encompass skills, information, techniques, etc. that the student desires to acquire and/or enhance. A copy of the learning objectives must be provided to the fieldwork coordinator.
- Upholding of the CRCC Code of Ethics. Due to the variety of internship sites and student interest in state licensure, the same attention should be placed on adherence to the ACA Code of Ethics.
- Provision of a copy of this internship manual to the site supervisor upon signature of the internship agreement. Obtainment of signatures on all internship forms and other required paperwork and submission in a timely manner.

## **Expectations of Internship Students**

If for any reason during the internship experience, the student, internship site supervisor, or internship faculty supervisor has reason to believe that the student is unable to perform the essential functions and requirements of the internship, that person will notify the internship faculty supervisor and the fieldwork coordinator immediately. When the initial remediation efforts have been unsuccessful or if the behavior is egregious, a concerns conference will be convened by the field work coordinator. Participants in the conference will include the student, appropriate program faculty, the individual who initially reported the concerns, and the program Director or Designee. The committee will attempt to describe the concern, propose a plan for remediating the concern, as well as describe the means for evaluating the success of the plan and potential actions, if the concern continues. Certain egregious and/or problematic behaviors may require a referral of the student to the Dean of Students for further action, as described on the UA Little Rock Dean of Students website <http://ualr.edu/deanofstudents/>. However, the hope is that the concern can be dealt with in a manner that will allow for remediation within the program. Students can appeal the Concerns process and this appeal process is described in the UA Little Rock Student Handbook (also found on the UA Little Rock Dean of Students website). Hard copies of these records of faculty concerns about a student and Concerns conferences are maintained in the COEHP Dean's Office.

- If the faculty supervisor or site supervisor is in doubt of the internship student's counseling ability, character or integrity, the student may be required to repeat the internship experience to demonstrate an acceptable level of skill and/or personal traits. If the problems are not alleviated, the student may not be permitted to continue in the program or complete their degree regardless of their GPA in other courses.

- Students who earn a grade of less than “B” in either section of their initial internship experience must repeat the course. Failure to obtain a satisfactory grade in the repeated internship course may result in a recommendation for dismissal from the program. This recommendation will be made by a committee composed of the site supervisor, faculty supervisor, fieldwork coordinator, and appropriate faculty.
- Student should discuss feedback from the mid-semester performance evaluation report with the internship site supervisor and internship faculty supervisor and develop strategies to remediate any identified deficiency areas.
- For students who are graduates of an undergraduate rehabilitation program, are currently working as rehabilitation counselors, or are supervisors of rehabilitation counselors and were admitted with Advanced Standing status:
  - A research paper, case work-up report, or other substantial and similar project must be submitted before credit will be given. The research paper should be of potentially publishable quality and follow the most recent APA Style manual guidelines.
  - The content and structure of the paper, case work-up, or project must be approved by the internship faculty supervisor. The student will work with the internship faculty supervisor on an ongoing basis in developing, editing and submitting the final project.
- Near the completion of the internship, the intern will:
  - Complete the self-evaluation form,
  - Complete the internship site evaluation form, and
  - Submit all the above documents to the internship faculty supervisor before a grade will be assigned.



UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
**PROFESSIONAL PRACTICE FIELDWORK CONTRACT**

I understand that I must complete COUN 7365, Counseling Practicum with a grade of B or better prior to being allowed to register for COUN 7660 Counseling Internship. I understand that both Practicum and Internship are both experiential with actual clients and work environments. The requirements for both are stated in the UA Little Rock Blended Manual for Clinical Fieldwork. I also understand that I will be required to meet the following specific requirements:

- I will establish a weekly work schedule with my onsite supervisor and will keep all scheduled appointments with assigned clients.
- I will submit recordings of counseling sessions as required by my faculty supervisor.
- I will attend and participate in all scheduled individual and group supervision sessions.
- I will submit activity logs and other documentation at the end of each week.
- I will participate in all group discussion forums.
- I will meet all other class requirements specified by my faculty and onsite supervisor.
- I will adhere to all CRCC and ACA ethical standards.
- I will notify my faculty supervisor immediately, if I experience a change in my onsite supervisor or if an unexpected life event happens that may cause me the need to temporarily postpone my participation in fieldwork or pursue a new fieldwork site. I understand that modifications to fieldwork sites are rare and will be reviewed on a case-by-case basis by the faculty supervisor and the fieldwork coordinator.
- I will demonstrate the work values and attributes associated with the profession of rehabilitation counseling, particularly:
  - a. Integrity
  - b. Concern for others
  - c. Dependability
  - d. Cooperation
  - e. Self-control

The requirements for assessment of student knowledge, skills, competence, and professional attributes are covered in the Codes of Ethics, as well as in the CACREP Accreditation Standards. I understand that failure to comply with these standards will result in a failing grade; will mandate the necessity for me to repeat fieldwork courses and may result in dismissal from the program. I understand that if I repeat fieldwork courses and do not adhere to the above-mentioned requirements, I will be dismissed from the program.

Student Signature	Date
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Faculty Supervisor Signature	Date
Site Supervisor Signature	Date

## **PART 4: 2016 CACREP STANDARDS**

### **SECTION 3: PROFESSIONAL PRACTICE**

**Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.**

**The following Standards apply to entry-level programs for which accreditation is being sought.**

#### **ENTRY-LEVEL PROFESSIONAL PRACTICE**

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

#### **PRACTICUM**

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

#### **INTERNSHIP**

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

### **SUPERVISOR QUALIFICATIONS**

- N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

### **PRACTICUM AND INTERNSHIP COURSE LOADS**

- S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

- U. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.
- V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.